

## Summary of Grade Level Discussions, August 17, 2009

The last session of faculty meetings on August 17<sup>th</sup> was dedicated to conversations among advisors and teachers by grade level. The idea was to articulate issues that might be of particular concern at each grade level. And then, to brainstorm ways in which we could use ATLAS to help us study these issues at each grade level so that we could better address them in the future. Having identified our strengths and deficiencies on each issue by using the analytic powers of ATLAS, we could then develop solutions deploy either within the curriculum or elsewhere on campus. The discussions proved to be wide ranging, including topics such as ethics, time management, and leadership. Personal responsibility, study skills (including especially time management and note taking), and the transition from one grade level to the next were among the most frequently addressed issues, suggesting, I think, more attention be paid to these topics both in individual classes, perhaps in advisories and extra-curricular activities, and maybe even in more school-wide venues. On this page, you will find a concise summary of the key points in each grade level meeting. Appended, edited versions of the detailed reports from each grade level meeting are included, which can also be accessed electronically simply by clicking on the grade level below. I have also annotated these reports with comments in **orange bold**, with my own suggestions about how curriculum mapping might help us address the issues that were raised in these meetings. A general agenda for the Sept 2 follow-up meetings follow the introductory synopsis, and also are included specific to each grade level on the grade level pages, in **light blue bold**.

**Sixth grade:** responsibility & independent problem solving

**Seventh grade:** time management (planning ahead, organization) & character development (adaptability, ethical behavior even while under duress and stress)

**Eighth grade:** team work and collaboration (interdisciplinary studies, cooperative learning) & empathy in the curriculum

**Freshman:** study skills (reading a textbook, note taking, time management, study guides and study aids)

**Sophomore:** intensity of workload at certain times of year (mapping performances and other activities) & study skills (note taking, organizing handouts, managing notebooks) & interdisciplinary learning (especially with Physical Education courses)

**Junior:** intensity of workload at certain times of year (mapping the college process) & stress of college process & time management and organization

**Senior:** individual leadership & personal responsibility & ethical behavior

## General Agenda for Sept 2

I truly appreciate the good work that was done on August 17<sup>th</sup>, both in department contexts and in grade level contexts. And, I am excited about the opportunity today to follow-up on those discussions and make a meaningful step forward in our analysis of our curriculum and pedagogy. Below, for each grade level, is an agenda for today's meeting that is specific to the concerns that were raised on August 17<sup>th</sup> for each grade level. You should use those to help guide the discussions, though of course you should also feel free to introduce new ideas as they are appropriate, especially now that more than one week of school has passed. Perhaps teachers "in the thick of it" have different concerns now than they did on the first day back from summer away from school. That said, there are some general talking points that I want ALL GRADE LEVELS to keep in mind, and all of us to keep in mind as we are developing our own curriculum maps.

- Curriculum mapping will be useful and meaningful only if there is engagement and reflection by all faculty members.
- Time is often cited as an obstacle; let's make the most of the time that we have.
- Maps are organic. They certainly change from year to year; they could be revised from week to week. Therefore, there should be no hesitation about working on the maps to plan out a unit, or editing them after a unit is completed.
- Our curriculum maps should reflect TAUGHT curriculum, not INTENDED curriculum. That does not mean that the maps cannot be developed in advance, or that last year's maps are useless this year. It simply means that teachers should be sure that their maps reflect what they have TAUGHT at the conclusion of each unit, not what they intended to teach but didn't, or feel like they should say that they teach, but don't. Unless the maps are accurate in this respect, using them to study our curriculum and pedagogy is not useful.
- After receiving reports from today's meetings, I will again summarize and consolidate. I'll revise and publish the key words for each grade level. We will then expect that teachers teaching courses at respective grade levels (not only teachers in these meetings at each grade level—all teachers of 9<sup>th</sup> graders, for example) will incorporate this language in their maps WHEN APPROPRIATE. This will help us, as the year goes on and after, study what, when, and how we do what we do.
- Finally, we must remember that ATLAS is a tool, not a solution. We are not developing curriculum maps to say that we do curriculum mapping. We are developing the maps to allow us to better study, analyze, and discuss what we do as teachers and students at Ransom Everglades.
- Please select one member of your group, or you yourself, to report out to me a quick summary of the highlights of your meeting. Please identify key words that your group would like to ask teachers at your respective grade level to report in their maps.

## Sixth Grade:

Faculty present: Cristi Edmunds, Roger Peluso, Alina Mendoza, Ricky Lambert, Susie Loutoo, Gina Montet, Alicia Fisher, Joe Mauro, Erin Corbo, Leslie Morris

Issues to explore/emphasize in the sixth grade:

1. Relationships
2. Independent problem solving

We can use the maps to help us better understand and assess these issues, but there are limitations in regards to how the curriculum maps are set up. **Admittedly, for the purposes of studying certain issues by grade level—especially those that are extra-curricular, the curriculum map is not the ideal tool. At the same time, by encouraging teachers at each grade level to be conscious of issues of concern, and report any attempt to teach, discuss, or address these issues in the curriculum, we might be able to better understand when and how we are, or are not, teaching students the skills, or encouraging them to reflect on the ideas, that we think are essential. For example, teachers might be encouraged to use to language “relationships” in the essential questions and content fields where appropriate, and “independent problem solving” in the skills field. Problem solving assessments could also be reported.**

## 6<sup>th</sup> Grade Agenda for Sept 2:

Assuming that there is some consensus, based on the last meeting, that “relationships” and “problem solving” are two important concerns about the curriculum in 6<sup>th</sup> grade, I’d like the focus of this meeting to be on those concepts. You might have a short discussion to be sure everyone is talking about the same thing when they talk about relationships and problem solving (that is to say, you might define the two terms). Consider what kinds of things—in specific courses and in the curriculum as a whole—would be considered the teaching of, or incorporation of, relationships. In other words, if we explore or emphasize relationships in the curriculum now—or were going to in the future—how do/would we do that? We should agree then to document “relationships,” most likely in the essential questions and/or content sections of the curriculum maps. On this point I would encourage broad thinking—relationships between individuals, relationships between communities, relationships between man and nature, relationships in nature, relationships even between molecular structures.... Similarly, consider what kinds of assignments, activities, or lessons—long or short term—would lead one to report “problem solving” in the curriculum map. We should agree then to document “problem solving” as we develop our maps. Then, later in the year, we can see if we are, in fact, teaching relationships and problem solving in the 6<sup>th</sup> Grade, when and how we are doing it, and reflect on how we might do it better, do it in an interdisciplinary manner, etc.

## Seventh Grade:

Some of the concerns regarding Ransom's 7<sup>th</sup> graders include varying levels of reading comprehension, time management issues, proper study skills, social bullying, character development, and proper transition from 6<sup>th</sup> to 7<sup>th</sup> grade.

The essential development of independent thinking, particularly the ability to "think ahead" and plan adequately for long range projects, provided a springboard for the discussion. Some solutions include the ability to see the big picture and break down large assignments into manageable "chunks"; providing greater consistency in academic demands while encouraging the proper use of assignment books for organization (including filling in the proper months and dates); and not "enabling" or "coddling" students by allowing them the opportunity to fail at times.

Proper character development under the auspices of rigorous academic demands is another serious concern. Some solutions include a heightened focus on adaptability (students becoming aware of the various academic structures and behavioral boundaries) and a greater emphasis on the teaching of empathy and coping skills across the curriculum. After discussing empathy, other concern areas surfaced including focusing on respect (for one's self, peers, parents, teachers, and other cultures), responsibility, and ethics. Sources such as [www.charactercounts.org](http://www.charactercounts.org), the use of real-life "kindness" stories, and the continued focus on Harkness discussions (with an emphasis on proper listening to peers) were cited. **Here is a place where I think the curriculum map could be extremely helpful. We often take for granted, I think, that we are "teaching" students respect, individual responsibility, and ethical behavior, and frequently lament the lapses that we see in students in these areas. But, are we really teaching students to reflect on their behavior in this way? If so, where and how? Asking teachers to be cognizant of these concerns, and to report out in the essential questions and content fields ways in which their curricula address these issues, would then allows us to employ the analytic power of ATLAS to study our taught to curriculum to see if we really are teaching what we think we are, and where we might enhance the coverage of these important topics.**

The transition from 6<sup>th</sup> to 7<sup>th</sup> grade was addressed including the "coddling" of 6<sup>th</sup> graders (including many study halls) as contrasted with the more rigorous treatment of 7<sup>th</sup> graders (no study halls). It was also noted that the arts, particularly band and drama, experience a significant drop off between 6<sup>th</sup> and 7<sup>th</sup> grade in part because of the heightened academic demands.

Finally, it was noted that some northern schools have an "early dismissal" program on Wednesdays (around 11 AM) where all sports take place that afternoon (and a few on Saturdays) which result in no missed classes due to athletics. As a Ransom-oriented solution, it was suggested that highly athletic students (those participating in three sports) be identified in 6<sup>th</sup> grade so they may get study hall / PE as a 9<sup>th</sup> period class which would alleviate the problem of frequently missed core classes. It was noted that a rotation system (i.e. the Upper School shifting of 7<sup>th</sup>, 8<sup>th</sup>, and 9<sup>th</sup> period) would not work because of traveling teachers.

## 7<sup>th</sup> Grade Agenda for Sept 2:

The Seventh Grade has a lot of options for today. This first thing I would like you to focus on is the question of empathy, respect, and time management in the curriculum. Assuming, based on the report from the August 17<sup>th</sup> meeting, that these are essential concerns in the 7<sup>th</sup> grade, be certain that this is a general consensus that there is a common definition of these terms. Discuss what/how these items appear in the curriculum (do we teach them, if so, how and when?). Be sure that these are the terms/concepts we really want to study in the 7<sup>th</sup> grade. Then, talk about what kinds of assignments, lessons, activities—short or long term—do we, or might we, do to integrate these concepts into our curriculum and pedagogy. Agree that all 7<sup>th</sup> grade teachers will report out in their curriculum maps when and how they teach “empathy,” “respect,” and “time management” in their courses. Empathy and respect are most likely to appear in the essential questions and content fields, while time management is most likely to appear in the skills field, and probably should be qualified (i.e. time management: organize a notebook).

The second agenda item for the 7<sup>th</sup> grade discussion should be to explore the last units of the sixth grade maps and first units of the 7<sup>th</sup> grade maps (all of which should now be completed). One concern articulated by 7<sup>th</sup> grade teachers in August was the transition between 6<sup>th</sup> and 7<sup>th</sup> grades. Exploring the last units of the 6<sup>th</sup> grade maps should reveal where sixth graders are as they move from 6<sup>th</sup> to 7<sup>th</sup> grades. Use the search and analyze functions in ATLAS if you wish to highlight certain aspects of the curriculum maps. Of course, the maps do not reveal non-curricular issues, such as the number of study halls, the daily schedule, and the like, but nonetheless an exploration, particularly within each discipline though across the disciplines as well, of last units and first units should reveal smooth transitions from grade level to grade level. Gaps and/or concerns should be noted, and discussed at upcoming department meetings and/or future grade level meetings.

## Eighth Grade:

Several issues were discussed.

1. Are skills being improved? Are we teaching the skills that are necessary to be successful in the 9<sup>th</sup> grade and are we improving on them from the 7<sup>th</sup> grade? **Assessing this concern must wait until the maps are fully developed, but at that time, the maps should prove to be an excellent tool both departmentally and across the disciplines to examine the scope and sequence of skills from grades 7 through 9.**
2. Is it possible to track the use of empathy and our teaching of it across the curriculum? **Certainly. We just need to ask teachers—perhaps first those that teach courses to 8<sup>th</sup> graders because it is out of this particular discussion that this concern is raised—to report out any discussion of, or lessons on, empathy in their courses in the essential questions and/or content fields. After a semester or a year, we could use the analytic power of ATLAS to find out where and how much we integrate empathy into our 8<sup>th</sup> grade curriculum.**
3. Can we use an advisory map to link our discussions? **I've given this idea to Isis and Ernie as food for thought, and a similar idea was floated in the 12<sup>th</sup> grade meeting. It is certainly a possibility, though our attention must be on the academic courses first.**
4. Can we track team work or cooperative learning beyond a very basic level?

The three main things that we came up with:

- Trying to find where there are holes in the curriculum when one discipline thinks that something is being taught, when it is not.
- Trying to create small interdisciplinary assignments building on previous work from other classes. **The curriculum maps should be very useful in this regard.**
- Is there a consistent use of key words or terminology throughout the curriculum?

## 8<sup>th</sup> Grade Agenda for Sept 2

I'd like today's discussion to follow up on the ideas generated at the August 17<sup>th</sup> meeting. The 8<sup>th</sup> grade teachers reported, concisely, a lot of different ideas, so you have a big agenda ahead of you if time allows.

- First, I'd like you to think about empathy: 1) first, what do we mean by empathy, and 2) second, what kinds of things in our curriculum, assignments, lessons, discussions, could, or would, we say addressed these issues? Then, I'd like us to agree, if possible, that teachers of 8<sup>th</sup> grade courses will report, as the year goes on, in their curriculum maps wherever empathy occurs in their curriculum.
- Second, I'd like you to think about skills. When you ask above about skills, what skills in particular concern you as teachers of 8<sup>th</sup> graders? Then, I'd like you to use the "search" function in ATLAS to see if you can find those skills in 7<sup>th</sup> or 9<sup>th</sup> grade maps. As I say above, the complete maps will be most helpful, but this exercise will give you a sense of the potential of mapping, and, perhaps lead to you discover some things about the 7<sup>th</sup> and 9<sup>th</sup> grade curriculums that might be helpful to you.
- Third, and you might do this first together by looking at a unit map of six 8<sup>th</sup> grade course, and then even in small groups, look for interdisciplinary potential. The unit calendar might be the most helpful view to start this discussion and from there, you can explore the unit maps of specific units. I think the only way we will really get to a curriculum that is more interdisciplinary is if we sit down together, look at the curriculum together, and talk about where we can work together to help students make connections in their knowledge.

## Freshman:

### 9<sup>th</sup> Grade Study Skill Plans

- Social Sciences—read a textbook
- Math—keep a notebook
- English—master the writing process
- Science—make a study guide
- World Languages—create note cards / flashcards
- PE—manage space: bookbags and lockers

As my annotations for the previous grades suggest, if we ask teachers to be cognizant of concerns such as note taking, notebooks, and organization, and to report in their respective maps when and where—and possibly how—they teach these skills, we could then use the analytic power of ATLAS to find out if it is reasonable to expect students to know how to do these skills when they arrive in 9<sup>th</sup> grade, whether we address the skills in a meaningful way in 9<sup>th</sup> grade, and if and where we falter in our instructional design in helping students master these skills. In this case, it might be wise to ask teachers in 8<sup>th</sup> grade and 9<sup>th</sup> grade to be cognizant of these concerns, and report out in their curriculum maps when and where they teach or address these skills in their courses. The skills and assessments fields are ideal for these concerns in particular.

### Freshman Agenda for Sept 2<sup>nd</sup>

Clearly, 9<sup>th</sup> grade teachers on August 17<sup>th</sup> were most concerned about study skills and a thorough discussion of what was meant by “study skills” lead to the articulation of skills specific to each discipline. Now we must commit to having 9<sup>th</sup> grade teachers report in their curriculum maps where and how they teach these skills (if they do). Unless we document this, we won’t be able to study what we do and how to better address the needs of our students. You might want to consolidate the language here (organizational skills: managing space, keeping a notebook, making a study guide; note taking skills: reading a textbook, taking class notes; the writing process). With respect to study skills, I think the skills and assessments fields of the curriculum maps are probably the most appropriate places to document this. So, one bullet point in your agenda for today is, how will we document this? One way might be to emphasize study skills (study skills [or organizational skills]: making a study guide; study skills [or note taking skills]: taking class notes). Another way might be to simply agree—as it seems you have begun to do—on terminology that we can all use in our maps (i.e. reading a textbook).

**NOTE:** An interesting activity might be to do the following.

- “Search”
- Select “Grade 9” and under Mapping Category “Skills”
- Do the same thing for “Grade 8”
- Instead of “Skills” Search “Content”
- Now ask, facetiously, how are the students supposed to know how to take notes? My point, simply is, we need to be conscious about reporting what we do. If we are, ATLAS can help us study and evaluate our curriculum, especially with respect to those things that might be concerning to us.



## Sophomore:

- (1) We discussed using Atlas to rate the intensity of units so that we can work around students' schedules when planning our own curriculum. We also discussed being able to label tough assignments (maybe not just units) so that we as a faculty can work around others' schedules. **An interesting idea, but I am not sure that ATLAS is the vehicle for this; I simply am not sure that the software will allow this to be done in a meaningful way. I will speak to the people at ATLAS about this to see if it is even feasible.**
- (2) We discussed adding other info to our maps such as performances and the library research course. **Library Skills is already in ATLAS for 6<sup>th</sup>, 9<sup>th</sup>, and 11<sup>th</sup> grades.**
- (3) Next we discussed note-taking skills as well as study skills and challenges to good skills such as texting and being on the computer. Next we discussed note-taking and whether required notebook checks should be something we should include in our Atlas maps. **For sure, if this is something we are concerned about. Then, we could see if we are actually ever teaching the students to be good note takers, and if we are, why it isn't sticking with them. I would probably suggesting "note taking" be listed in the skills field, but "note book checks" be listed in assessments.**
- (4) We discussed including dates on handouts as a way to keep students organized.
- (5) We discussed the increase in the amount of reading for the 10<sup>th</sup> graders and ways to improve their effectiveness as readers. (i.e. AP American history)
- (6) We discussed including culture discussions across disciplines in Atlas. Physical Education teachers discussed their willingness and eagerness to participate in interdisciplinary discussions. **I'm not exactly sure what is meant here by "culture discussions."**
- (7) We talked about using Atlas to search maps by key topics **(This is easy to do. Just use the "Search" function available on any ATLAS page)**, and possibly generate a list of key topics and/or concepts that all departments use when creating their maps.

## Sophomore Agenda for Sept 2

I talked with Marla about labeling "tough" assignments. Neither of us is quite sure how that would look in ATLAS yet. But, we are going to talk to the designers at ATLAS to see if there is a way to designate units with a jalapeño, or some such symbol. Like other grades, especially 9<sup>th</sup>, study skills and particularly note taking was a concern for 10<sup>th</sup> grade teacher on August 17<sup>th</sup>. ATLAS provide a great tool for us to be able to study how we teach study skills like note taking and talk about how we can better address the needs of our students. So, your first take is to agree that note taking is a concern, agree that "note taking" is the language that we want to use, and agree that we will ask all 10<sup>th</sup> grade teachers (not just the ones in this room) to report when they teach note taking in their curriculum maps. You may simply want to use "note taking" or you may want to document several study skills, and suggest that we articulate this way: study skills: note taking; study skills: keeping a notebook; study skills: reading a textbook; etc. You might even want to use the "search" function in ATLAS to see if anybody has documented note taking in their maps so far (thus addressing point #9 above). Similarly, we should do something different with culture. "Culture" is a very broad term; we might need more discussion about what we mean by this. Certainly, at the level of essential questions, culture might be a good concept for use in the curriculum maps. However, in content, I think we would want to aim for something more specific. More discussion needs to happen on this topic to refine somewhat what and how we want to explore this.



## Junior:

**sentiment about some of their basic concerns:** college - need good grades; PSAT prep courses; SAT prep courses, etc.; "most important year of life"

**other concerns that they have which we can potentially resolve:**

1. too many projects bunched up around the same times during the year causing high stress
2. student have troubling handling the junior load, many burn out in the process because juniors are: very socially active (compared to before), taking their hardest classes, beginning to worry about college, dealing with a larger workload, bearing more athletic responsibility than before, etc.
  - one solution to 1 & 2: a refresher course at the beginning of the year for juniors on time management, offering strategies and helping them recognize when they have taken on too much (helping them say "when", maybe even recognizing that they need to drop a course or just work on assignments earlier). **Interesting idea. What would this look like and when would it take place? One idea would be during orientation days?**
  - another solution to 1 & 2: Teachers communicate more with each other when there is a big project due in their class (and be flexible if there is a big assignment in another class due at the same time as a big assignment in his/her own class). **The combined unit calendar in ATLAS should be useful in this regard. Projects could be reported in the Assessments field.**
    - One idea was that English teachers could agree on a tentative due date for the junior research project and, when that date is determined email the rest of the faculty notifying them of this date, so other teachers can potentially shift assignment due dates slightly, or be aware of the pressure on students at that time. Teachers should be aware of big athletic events as well (checking sports calendar or by telling students they must be active in letting the teacher know in advance) **The Edline Combined Calendar should help here too.**
  - another solution to 1 & 2: There should not be any big projects due during AP weeks. **I think we have, in fact, decided to make this school policy.**
  - another solution to 2: To help relieve some of the tension at the end of the year and to help alleviate the problem of student burnout, we could extend the privilege offered to juniors and seniors in AP courses to juniors and seniors in all courses (meaning AP, honors, and regular levels). Currently juniors in AP courses and seniors in all courses (AP, honors, and regular) can be exempted from taking a final if their year average (or specifically a certain first semester and second semester average) is high enough. It was proposed that Juniors be given the same privilege as seniors.
    - This would be a nice "carrot" for students to keep pushing hard and would help solve the issue that many teachers mentioned that they faced where they have a mixed bag of students in one class (i.e. some who are in and out due to other AP's, some who are seniors, some who are juniors, etc.).
    - Some argued that Junior students should not be exempted so that they are prepared for taking their finals in college, but most seemed to agree that final exams in college only cover a semester-worth of material and it was only recommended that the B+/A- students get exempted, not students who need practice taking exams (another factor could be how they did on the midterm exam).

## Juniors Agenda for Sept 2

Well, based on the reports our of the August 17<sup>th</sup> meeting, this group has quite the agenda ahead of it, trying to solve the stress of applying to college. I know first hand that this is a problem that is not going to be solved, in today's meeting, or ever. One thing that might help, teachers at least, is to ask the College Counseling Office to map their programs for juniors and seniors. In this way, a view of "March" for junior would show not only their units in English and Science courses, but also the expectations for them from College Counseling.

I think we are going to have to accept that applying to college is a high stakes process for students at RE. It requires a lot of work and brings with it a lot of stress; in the words of Bruce Horsnby, "that's just the way it is. Some things will never change. That's just the way it is." So, I'd like this meeting to take a different focus:

- You are certainly welcome, now that some days have past, to revisit "solutions" to the concerns highlighted on August 14<sup>th</sup> and also to discuss briefly those that I have suggested.
- But more, I'd like you to think more along the lines of content and/or skills, or concepts, that you think are essential for juniors, or that juniors should be doing but may not be, or that you may want to use ATLAS to study at this grade level. These could be the kinds of things other grades are concerned with, anything from "study skills" to "relationships."
  - One way to approach this might be to simply "search" for content, skills, ideas, or concepts that you want to know more about. Using "Grade Level 11" as a filter isn't such a good idea because so many of our classes are classified only as Upper School since they have students of mixed grade levels. But, searching Upper School, or by departments, might be enlightening, and might suggest some things that we may want to pay more attention to in the maps.
  - Perhaps we should think about how, in the junior year, we need to talk more in the curriculum about "what is important" (see top level of Junior from August 17<sup>th</sup> above).
    - Is this an essential question that might be relevant?
    - Or, is it something that we need to address in Advisory with a bit more purpose? You might know that the senior grade level meeting took off in a direction only tangential to curriculum, that that was leadership. Seniors teacher are working on leadership in the curriculum, but even more, looking at how to incorporate leadership discussions and leadership activities in advisory. Preparing to apply to college is important, very important, but some discussion, in the curriculum or otherwise, about how to achieve perspective might be useful at this level.
  - Or, perhaps simply time management, or better, the management of incredible workloads might be something to explore. Do we teach students how to operate when they have been asked to do more work than is physically possible? Do they know how to read textbooks, and other texts, efficiently. Is the ability to multitask sufficient to write a college essay, play in a soccer game, and build a house with Habitat all at the same time? Do we ever teach them (engage them in a discussion of) moral behavior and its merits, or do we simply tell them not to cheat because it is wrong? Ethics then, could be one of those concepts or ideas that we would like to see studied in the maps?
- The end goal here, I hope, is to develop a few key terms,--"ethical behavior," "efficiency," "time management,"--that we could ask all teachers of juniors to include in their maps. Then, as the year goes on or after, we could study and analyze the maps for what we are doing and how and when we are doing it.

## Senior:

We talked about expanding the discussion of leadership with the seniors, particularly the idea that each individual can be a leader in their own way. Individual acts of responsibility can translate into leadership, whether they are talking casually to underclassmen, picking up trash on campus or doing community service. As the discussion developed, the idea moved from academic curriculum to advisory, and we discussed ways that we could try to implement and develop a discussion of leadership in advisory meetings. This led us to discuss activities that we could do in advisory, which led us to the notion of developing leadership activities that might be done as a group, in small groups, as pairs, or even individually, during advisory meetings. We brainstormed various ideas, including developing a leadership slogan for the senior class, partnering with freshman advisories, developing a senior-freshman mentoring system, developing advisory projects (i.e. adopt-a-part-of campus, greening chores, etc), and also talked about having the seniors develop their own ideas for leadership in the first few advisories. One proposal was to have the seniors develop a plan for leadership projects in advisory meetings, and then use subsequent advisory meetings as time to execute the plan. Some ideas were to have seniors visit the advisories of underclassmen to talk about things like the transition to the Upper School and the college counseling process. Another idea was for advisories to “adopt” a section of campus and ensure its cleanliness.

We also developed a set of questions to guide a discussion of leadership with the seniors in the first two advisory meetings, to try to get the seniors to reflect on their place as leaders within the student body.

**Leadership is something that could easily be mapped in the content or essential questions fields of the curriculum maps. It is likely that talk about leadership occurs, or could occur, in a variety of disciplines.**

## Senior Agenda for Sept 2

Your agenda is a simple one—follow-up, debrief, expand on, the discussion from August 17<sup>th</sup>. How are the discussions with the advisees going thus far? I do wonder if leadership though is something that we would want to ask teachers to consider incorporating into their curriculum, even if only at the essential question level: what makes a good leader? Why are some people leaders and some people followers? Is everyone a leader in their own way?, and the like. If teachers take up this challenge, they will want to be sure to report it in their curriculum maps.